

MAINE DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001* (*NCLB*) requires all states, school districts, and schools to provide annual report cards to parents and communities that include <u>Maine Comprehensive Assessment System</u> (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on "highly qualified" teachers. This report card also displays statewide academic achievement results in grades four and eight on the <u>National Assessment of Educational Progress</u> (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine's NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being "proficient" in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

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Accountability Data
Maine Teacher Quality Data

2010-2011 NCLB **Report Card**



School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

Grade: 04



MAINE **DEPARTMENT OF EDUCATION**

Number of Tested Students

Alternate Assessment

0

0

General

59

78

												D
					Re	ading A	ssessme	ent Dat	a			
					Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	N
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	A:
All Students	2008-2009	59	59	100	64	65	71	5	59	25	10	
All Students	2009-2010	78	78	100	62	64	67	6	55	29	9	
Female	2008-2009	28	28	100	68	68	75	7	61	25	7	
remale	2009-2010	42	42	100	60	65	71	5	55	33	7	
Male	2008-2009	31	31	100	61	63	67	3	58	26	13	
Iviale	2009-2010	36	36	100	64	63	63	8	56	25	11	
Caucasian/White	2008-2009	57	57	100	63	65	71	5	58	26	11	
Caucasiai / Write	2009-2010	76	76	100	61	64	68	5	55	30	9	
African American/Black	2008-2009	2	2	100		100	53					
Amount American/black	2009-2010	1	1	100			43					
Hispanic	2008-2009	0	0				66					
т порагне	2009-2010	0	0				59					
Asian or Pacific Islander	2008-2009	0	0				71					
Addition Facility Islander	2009-2010	1	1	100			71					
American Indian or Native Alaskan	2008-2009	0	0				60					
- Thoroan malar of Malivo Mackan	2009-2010	0	0				64					
Economically Disadvantaged	2008-2009	19	19	100	47	56	60	0	47	32	21	
	2009-2010	33	33	100	52	50	56	6	45	33	15	
Migrant	2008-2009	0	0				67					
	2009-2010	0	0									
Students with Disabilities	2008-2009	11	11	100	18	33	43	0	18	55	27	
	2009-2010	14	14	100	14	21	34	0	14	57	29	
Limited English Proficient	2008-2009	1	1	100			47					
	2009-2010	1	1	100			46					

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card

Male

Hispanic

Migrant

Caucasian/White

African American/Black

Asian or Pacific Islander

American Indian or Native Alaskan

Economically Disadvantaged

Students with Disabilities

Limited English Proficient



School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

Grade: 05



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DEPARTMENT OF EDUCATION

					Re	ading As	ssessme	ent Data	a				
					Percent of S	Percent of Students at Each Achievement Level*				Number of Tested Students			
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	39	39	100	67	65	67	0	67	28	5	39	0
All Students	2009-2010	37	36	97	64	68	72	3	61	22	14	36	0
Female	2008-2009	14	14	100	71	71	70	0	71	21	7		
remale	2009-2010	18	17	94	71	72	78	6	65	24	6		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

50

41

36

43

Grade: 04



MAINE
DEPARTMENT OF EDUCATION

of Tested Students

Alternate Assessment

0

27

											D =171111111
				Math	ematics	Assess	ment D	ata			
				Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number o
School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessme
2008-2009	59	58	98	78	75	66	21	57	17	5	58
2009-2010	78	78	100	63	65	62	13	50	24	13	78
2008-2009	28	28	100	79	75	66	11	68	14	7	
2009-2010	42	42	100	55	64	62	12	43	26	19	
2008-2009	31	30	97	77	76	67	30	47	20	3	
2009-2010	36	36	100	72	65	63	14	58	22	6	
2008-2009	57	56	98	77	75	67	21	55	18	5	
2009-2010	76	76	100	62	65	63	13	49	25	13	
2008-2009	2	2	100		100	46					
2009-2010	1	1	100			36					
2008-2009	0	0				61					
2009-2010	0	0				45					
2008-2009	0	0				68					
2009-2010	1	1	100			65					
2008-2009	0	0				59					
2009-2010	0	0				49					
2008-2009	19	18	95	67	64	54	11	56	22	11	
2009-2010	33	33	100	52	53	50	6	45	27	21	
	Year 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009 2009-2010 2008-2009	School Year Enrolled Students 2008-2009 59 2009-2010 78 2008-2009 28 2009-2010 42 2008-2009 31 2009-2010 36 2008-2009 57 2009-2010 76 2008-2009 2 2009-2010 1 2008-2009 0 2008-2010 0 2008-2009 0 2009-2010 1 2008-2009 0 2009-2010 0 2009-2010 0 2009-2010 0 2008-2009 19	School Year Enrolled Students of Tested Students 2008-2009 59 58 2009-2010 78 78 2008-2009 28 28 2009-2010 42 42 2008-2009 31 30 2009-2010 36 36 2008-2009 57 56 2009-2010 76 76 2008-2009 2 2 2009-2010 1 1 2008-2009 0 0 2008-2009 0 0 2009-2010 1 1 2008-2009 0 0 2009-2010 1 1 2008-2009 0 0 2008-2009 0 0 2008-2009 0 0 2008-2009 0 0 2008-2009 0 0 2008-2009 0 0 2008-2009 0 0 2008-2009 0	School Year Number of Enrolled Students Number of Tested Students Students Students 2008-2009 59 58 98 2009-2010 78 78 100 2008-2009 28 28 100 2009-2010 42 42 100 2008-2009 31 30 97 2009-2010 36 36 100 2008-2009 57 56 98 2009-2010 76 76 100 2008-2009 2 2 100 2008-2009 0 0 0 2008-2010 1 1 100 2008-2009 0 0 0 2008-2010 1 1 100 2008-2009 0 0 0 2008-2010 1 1 100 2008-2009 0 0 0 2008-2009 0 0 0 2008-2009 0 0	School Year Number of Enrolled Students Number of Tested Students Percent of Students Tested in School 2008-2009 59 58 98 78 2008-2009 28 78 100 63 2008-2009 28 28 100 79 2008-2009 31 30 97 77 2008-2009 36 36 100 72 2008-2009 57 56 98 77 2008-2009 2 2 100 62 2008-2009 2 2 100 62 2008-2009 0 0 0 0 2008-2009 0 0 0 0 2008-2009 0 0 0 0 2008-2009 0 0 0 0 2008-2009 0 0 0 0 2008-2009 0 0 0 0 2008-2009 0 0 0 0	School Year Number of Enrolled Students Number of Tested Students Percent of Students Tested in School School SAU 2008-2009 59 58 98 78 75 2008-2010 78 78 100 63 65 2008-2009 28 28 100 79 75 2008-2010 42 42 100 55 64 2008-2009 31 30 97 77 76 2008-2010 36 36 100 72 65 2008-2009 57 56 98 77 75 2008-2009 2 2 100 100 2008-2009 2 2 100 100 2008-2009 0 0 2 2008-2009 0 0 0 2008-2009 0 0 0 2008-2009 0 0 0 2008-2009 0 0 0	School Year Number of Enrolled Students Number of Tested Students Percent of Students Tested in School School SAU State 2008-2009 59 58 98 78 75 66 2009-2010 78 78 100 63 65 62 2008-2009 28 28 100 79 75 66 2009-2010 42 42 100 55 64 62 2008-2009 31 30 97 77 76 67 2009-2010 36 36 100 72 65 63 2008-2009 57 56 98 77 75 67 2009-2010 76 76 100 62 65 63 2008-2009 2 2 100 100 46 2009-2010 1 1 100 62 65 63 2008-2009 0 0 68 68 2009-2010	School Year Number of Enrolled Students Number of Tested Students Percent of Students Tested in School School SAU State Level 4 2008-2009 59 58 98 78 75 66 21 2008-2009 28 28 100 79 75 66 11 2008-2009 31 30 97 77 76 67 30 2008-2009 31 30 97 77 76 67 30 2009-2010 36 36 100 72 65 63 14 2008-2009 57 56 98 77 75 67 21 2009-2010 76 76 100 62 65 63 13 2008-2009 2 2 100 100 46 100 46 2009-2010 1 1 100 62 65 63 13 2008-2009 0 0 <t< td=""><td>School Year Number of Enrolled Students Number of Tested Students Students Tested in School School SAU State Level 4 Level 3 2008-2009 59 58 98 78 75 66 21 57 2009-2010 78 78 100 63 65 62 13 50 2008-2009 28 28 100 79 75 66 11 68 2009-2010 42 42 100 55 64 62 12 43 2008-2009 31 30 97 77 76 67 30 47 2009-2010 36 36 100 72 65 63 14 58 2008-2009 57 56 98 77 75 67 21 55 2009-2010 76 76 100 62 65 63 13 49 2008-2009 2 2 100</td><td>School Year Number of Enrolled Students Number of Tested Students Percent of Students School SAU State Level 4 Level 3 Level 2 2008-2009 59 58 98 78 75 66 21 57 17 2009-2010 78 78 100 63 65 62 13 50 24 2008-2009 28 28 100 79 75 66 11 68 14 2009-2010 42 42 100 55 64 62 12 43 26 2008-2009 31 30 97 77 76 67 30 47 20 2009-2010 36 36 100 72 65 63 14 58 22 2008-2009 57 56 98 77 75 67 21 55 18 2009-2010 76 76 100 62 65</td><td> Number of Enrolled Students</td></t<>	School Year Number of Enrolled Students Number of Tested Students Students Tested in School School SAU State Level 4 Level 3 2008-2009 59 58 98 78 75 66 21 57 2009-2010 78 78 100 63 65 62 13 50 2008-2009 28 28 100 79 75 66 11 68 2009-2010 42 42 100 55 64 62 12 43 2008-2009 31 30 97 77 76 67 30 47 2009-2010 36 36 100 72 65 63 14 58 2008-2009 57 56 98 77 75 67 21 55 2009-2010 76 76 100 62 65 63 13 49 2008-2009 2 2 100	School Year Number of Enrolled Students Number of Tested Students Percent of Students School SAU State Level 4 Level 3 Level 2 2008-2009 59 58 98 78 75 66 21 57 17 2009-2010 78 78 100 63 65 62 13 50 24 2008-2009 28 28 100 79 75 66 11 68 14 2009-2010 42 42 100 55 64 62 12 43 26 2008-2009 31 30 97 77 76 67 30 47 20 2009-2010 36 36 100 72 65 63 14 58 22 2008-2009 57 56 98 77 75 67 21 55 18 2009-2010 76 76 100 62 65	Number of Enrolled Students

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

0

0

11

14

100

100

100

100

45

29

Migrant

Students with Disabilities

Limited English Proficient

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

0

0

11

14

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB **Report Card**



School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

Grade: 05



MAINE **DEPARTMENT OF EDUCATION**

												DEPARTMENT	OF EDUCATION
					Math	ematics	Assess	ment D	ata				
					Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	Number of Te	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	39	39	100	74	68	66	10	64	15	10	39	0
All Students	2009-2010	37	37	100	57	68	64	22	35	22	22	37	0
Female	2008-2009	14	14	100	71	66	65	0	71	21	7		
i emale	2009-2010	18	18	100	61	64	64	22	39	17	22		
Male	2008-2009	25	25	100	76	69	66	16	60	12	12		
Iviale	2009-2010	19	19	100	53	71	64	21	32	26	21		
Caucasian/White	2008-2009	37	37	100	73	68	67	11	62	16	11		
Caucasian winte	2009-2010	35	35	100	57	67	65	23	34	20	23		
African American/Black	2008-2009	1	1	100			43						
Afficant Affichicant black	2009-2010	2	2	100			37						
Hispanic	2008-2009	0	0				52						
Пізрапіс	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	1	1	100			69						
Asian of Facilic Islander	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
American indian of Native Alaskan	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	19	19	100	68	66	53	11	58	21	11		
Leonomically Disadvantaged	2009-2010	14	14	100	29	52	51	7	21	36	36		
Migrant	2008-2009	0	0				38						
wilgram	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	50	33	38	0	50	25	25		
Ciddelia willi Disabililles	2009-2010	9	9	100		19	34						
Limited English Proficient	2008-2009	1	1	100			40						
Littlied English i Tollolent	2009-2010	1	l 1	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

2009-2010

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06

Grade: 3-8



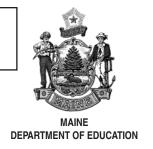
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													DEIA	ITTIMIEITT OF	LDOOAHOR	
							Accou	ntabili	ty Data	3						
			Rea	ding				Mathematics						Additional Academic Indicator		
	Percei	nt Tested 95%	Target:		ent Meets s Target:		Percei	nt Tested 95%	Target:		ent Meets s Target:	s and 60%		Daily Att	tendance	
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	
All Students	100	99	99	70	68	71	100	99	99	70	67	63	96	96	95	
All Students	100	98	99	70	64	69	100	98	99	70	59	61	96		95	
Caucasian/White	100	99 99		70	68	71	100	99	99	69	67	64				
	100	99	99	/0	64	69	100	98	99	09	59	62				
African American/Black	*	*	* 97 * 97	*	*	49	*	*	99	. *	*	36				
Allicali Allieticali/Diack		*			*	50		*	98		*	38				
Hispanic	*	*	97	*	*	63	. *	*	99	. *	*	51				
Пізрапіс		*	99		* 59	59		*	100		*	46				
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	. *	*	67				
Asian or Facilic Islander		*	98		*	76		*	99		*	71				
American Indian or Native Alaskan	*	*	98	*	*	64	*	*	98	. *	*	54				
American mulan of Native Alaskan		*	97		*	57		*	97		*	47				
Economically Disadvantaged	100	99 99	55	55	60	100	99	99	63	55	50					
Economically Disadvantaged	100	99	99) 55	51	56	100	98	99	03	51	47				
Students with Disabilities	*	96	97	*	27	36	*	96	97	*	28	35				
Students with disabilities		96	98		25	28		96	98		22	25				
Limited English Profisions	*	*	96	*	*	48	*	*	99	*	*	39				
Limited English Proficient *	*	95		*	45		*	99		*	35		1			

2010-2011 NCLB NoChild LeftBehind Report Card Maine Teacher Quality Data

School: Samuel D Hanson School

SAU: RSU 06 / MSAD 06



	Part I: Professional Qualifications								
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.			
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School		0	4	1	1	0			

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

	Part III: Classes NOT Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: http://www.maine.gov/education/nclb/reportcard/index.html